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ABSTRACT

This teaching module concerns acquisition of reading-study (i.e., work-type reading) skills in grades K-6. Such skills include locating information, evaluating material, organizing and summarizing data, returning essentials of what is read, and flexibility (adjusting rate to purpose). Upon completion of this module, participants should be able to (a) successfully answer the questions which follow a selected article in order to demonstrate their application of study skills, and (b) successfully identify study skills necessary for completing the above activity. Participants complete a preassessment test, choose tasks from a list of alternatives, and conclude the module with a postassessment test. (PB)

TEACHER CORPS BILINGUAL PROJECT
UNIVERSITY OF HARTFORD
WEST HARTFORD, CONNECTICUT

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MODULAR SEQUENCE: TEACHING READING TO BILINGUAL LEARNERS

TTP 002.10 DEVELOPING READING STUDY SKILL IN GRADE K-6

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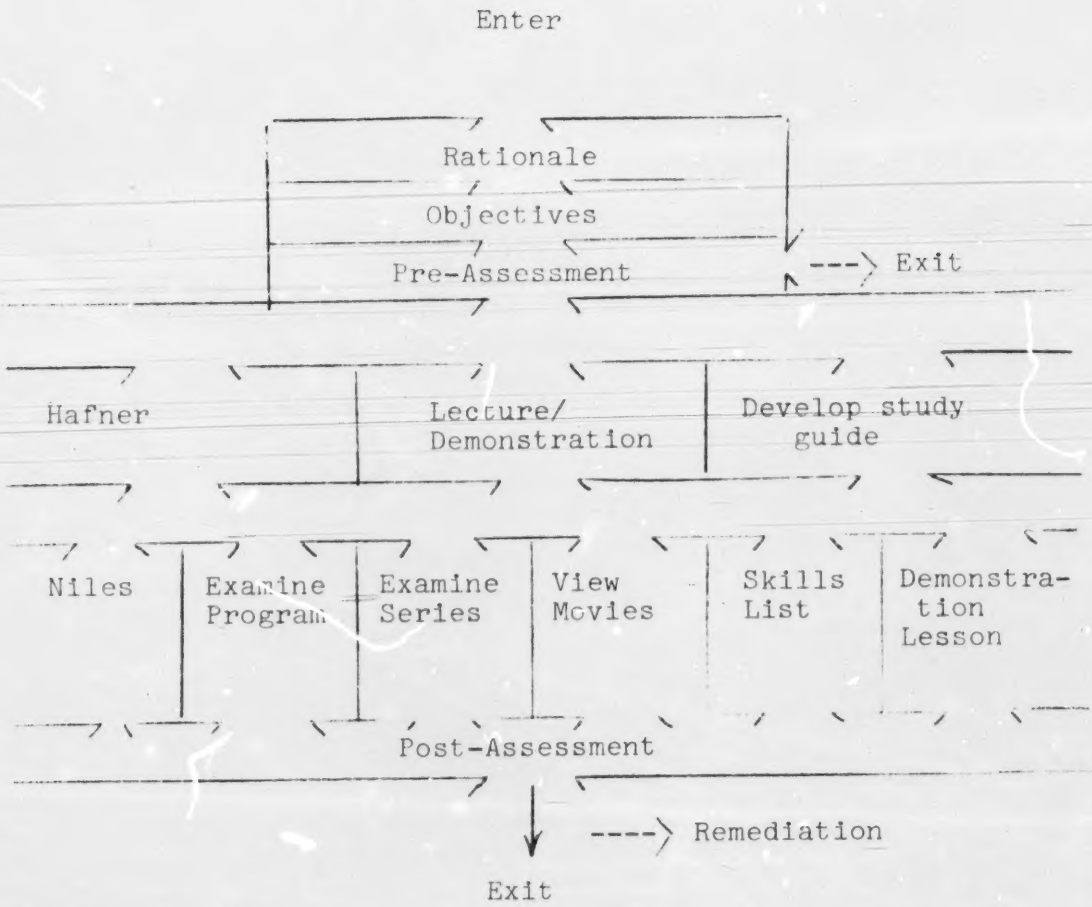
DEVELOPING READING STUDY SKILL IN GRADE K-6



RATIONALE

Formal education has many goals, one of which is to help the child become increasingly independent within the framework of the school setting. To achieve such independence the learner must master a number of related language tools or skills. One important cluster of skills has been designated reading-study skills or work-type reading skills. In our reading dominated schools, these skills are of primary importance. Yet, in actual classroom practice, they are not always treated as though perceived as important. Obviously the need for these skills becomes more pronounced as students move upward through the grades.

If students are to be able to work effectively in content areas, teachers must accept greater responsibility for initial teaching and provide guided practice in using the reading-study skills. While it is true that some children will learn study skills incidently, the importance of these skills suggest that they should not be left to incidental learning.

A review of the literature reveals general agreement about the major areas that have come to be designated as the reading-study skills. Included would be: locating information, evaluating material, organizing and summarizing data, retaining essentials of what is read, and flexibility, or adjusting rate to purpose.

OBJECTIVES

Given a series of learning alternatives on developing reading-study skills in grades K-6 the participant will be able to:

- successfully answer the questions following a selected article demonstrating his application of study skills
- successfully identify the study skills necessary for the completion of the above activity.

PRE-ASSESSMENT

Read the article "A Moon is Born" by Heinz Haber then answer the questions which follow.

(What skills do you need in order to understand and remember this material?)

Instructional Alternatives:

I. Required: participant must select one of the options below.

A. Read the edited version of the chapter of developing comprehension and study skills in the context areas from Hafner's Patterns of Teaching Reading in the Elementary School. Then complete the study guide questions.

Study guide questions

1. Describe the SQ3R study technique. How can this technique be used in the elementary grades?

2. Choose any one of the study skills discussed in this chapter. Then make a list of things you would do to teach that skill as completely as you think you should at any intermediate grade level you choose.

3. Choose one of the study skills discussed and make an exercise that gives pupils practice in using the skill.

4. Examine an intermediate grade social studies or science textbook. Make a list of skills which are not discussed in the chapter which you think pupils should have in order to study this material effectively.

5. What, if anything, did you get from this chapter which you think will help you in your study of informative material?

B. Attend teacher lectures/demonstrations on "Teaching Study Skills in the Elementary School."

Lecture Outline

I. Introduction
   A. Justification
   B. Examination of study skills

II. Locating information
   A. Effective use of books
      1. Use of study guides
      2. Use of library

III. Interpreting and evaluating material
   A. Retention of material read
      1. SQ3R study technique
      2. Use of questioning

IV. Rate of reading
   A. Varying rate to material and purpose
   B. Developing flexibility

V. Demonstration lesson - using the newspaper to teach reading-study skills

C. Read the material titled "Patterns of Study Guides." Then select an intermediate grade social studies or science textbook and develop an appropriate study guide to accompany each chapter in the textbook.

II. Optional: the options below may be completed for extra credit.

A. Read the Analysis of Reading Difficulty by Olive Niles then develop a similar test which would measure the same study skills at the elementary level. (Disregard Parts I, II, III, and supplementary Test I)

B. Examine and critically evaluate the Listen and Read Program (tapes and workbooks) by Educational Developmental Laboratories.

C. Examine and critically evaluate the Be A Better Reader Series (levels 4, 5, 6) by Nila Banton Smith. (Prentice-Hall)

D. View and critically evaluate one of the following movies:

1. "Reading Improvement: Comprehensive Skills"
2. "Reading For Depth In Social Studies"
3. "Reading Growth: Adjusting your Reading Speeds"
4. "Reading Growth: Getting The Big Ideas"

E. Read the article "Assimilation and Organization Peculiar to the Mobile Schemata" then make a list of reading-study skills which you think you would need in order to study this article effectively.

F. Read the articles titled "The Pupil Speciality." Develop a demonstration lesson which illustrates this materials usefulness in building reading-study skills.

POST-ASSESSMENT

Read the article "Educating Computers." What study skills should be utilized in reading this article? Be specific. Now answer the questions which follow the article.

Competency will be certified when the module coordinator has ascertained that the submitted post-assessment is of acceptable quality.

Remediation: Alternate learning activities are available on a contractual basis with the module coordinator.

BIBLIOGRAPHY

1. Anderson, Lorena, et. al. Listen and Read. Huntington, New York: Educational Developmental Laboratories, 1961.

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